



The federal *No Child Left Behind Act of 2001 (NCLB)* requires all states, school districts, and schools to provide annual report cards to parents and communities that include Maine Comprehensive Assessment System (MeCAS) data disaggregated into subgroups, attendance and graduation rates, status of Adequate Yearly Progress (AYP), and information on “highly qualified” teachers. This report card also displays statewide academic achievement results in grades four and eight on the National Assessment of Educational Progress (NAEP) reading and mathematics assessments, as well as the participation rates for students with disabilities and limited English proficiency on the exam. Maine’s NCLB Report Cards contain the following information:

**MeCAS Assessment Data 2011-2012:** Assessment data for reading and mathematics are provided for Grades 3-8 and high school, as well as for science for grades 5, 8, and high school. Data is disaggregated to explain performance by subgroups. The MeCAS data is from the tests given in the fall of 2011 (Grade 3-8), spring of 2012 (High School), spring of 2012 (Alternate Assessment-Science), and spring of 2011 (Alternate Assessment- Reading and Mathematics).

**Adequate Yearly Progress (AYP):** Accountability information is provided for how well districts and schools are progressing toward all students being proficient in reading and mathematics. This system has been established to comply with the accountability provisions of NCLB, which require, among other things, that each school makes AYP toward meeting a national goal of all students being “proficient” in reading and mathematics by the school year 2013-2014.

**Qualifications of Teachers:** Information about the qualifications of teachers is provided for three areas: 1) the professional qualifications of teachers; 2) the percentage of teachers with emergency or conditional certificates; and 3) the percentage of classes not taught by teachers who are highly qualified in core academic areas such as mathematics, science, social studies, etc. This data is intended to help you understand the backgrounds and preparation of the teachers who are working with your child.

**National Assessment of Educational Progress (NAEP):** Data from the 2010-2011 NAEP results is displayed on the state report, allowing you to evaluate the performance of students in Maine with the performance of students across the nation or in other states. Students take the NAEP in reading and mathematics every two years. When reviewing these results, it is important to keep in mind that the NAEP results are based on a sample of schools and students across Maine, not all Maine schools and students.

This NCLB Report Card details how Maine districts and schools are meeting the requirements of the federal NCLB legislation. More information about NCLB can be found at [www.maine.gov/education/nclb/index.html](http://www.maine.gov/education/nclb/index.html) or by contacting the NCLB Clearinghouse at 624-6705.



# 2012-2013 NCLB Report Card

School: Hermon High School

SAU: Hermon School Department

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# 2012-2013 NCLB Report Card



**School:** Hermon High School  
**SAU:** Hermon School Department  
**Grade:** High School



Group	Reading Assessment Data													
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students		Not Tested First Year LEP Students
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment	
All Students	2010-2011	137	135	99	36	36	50	3	33	37	27	134	1	0
	2011-2012	127	125	98	42	42	47	4	38	34	23	124	1	0
Female	2010-2011	62	61	98	48	48	54	<1	48	36	16			
	2011-2012	62	61	98	54	54	51	3	51	26	20			
Male	2010-2011	75	74	99	27	27	46	5	22	38	35			
	2011-2012	65	64	98	31	31	43	5	27	42	27			
Caucasian/White	2010-2011	130	129	99	35	35	51	3	32	38	27			
	2011-2012	116	115	99	43	42	48	4	38	34	23			
African American/Black	2010-2011	1	1	100			23							
	2011-2012	3	3	100			28							
Hispanic	2010-2011	2	1	50			45							
	2011-2012	2	1	50			30							
Asian or Pacific Islander	2010-2011	3	3	100			51							
	2011-2012	2	2	100			48							
American Indian or Native Alaskan	2010-2011	1	1	100			35							
	2011-2012	3	3	100			35							
Economically Disadvantaged	2010-2011	23	22	96	32	32	34	<1	32	27	41			
	2011-2012	33	33	100	21	21	31	<1	21	42	36			
Migrant	2010-2011	0	0											
	2011-2012	0	0											
Students with Disabilities	2010-2011	21	20	95	5	5	17	<1	5	25	70			
	2011-2012	17	16	94	<1	<1	16	<1	<1	25	75			
Limited English Proficient	2010-2011	1	1	100			9							
	2011-2012	0	0				13							

**NOTE:** Some achievement level results have been left blank because fewer than 10 students were tested.

\*Achievement levels are as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient

<1 is printed when the percentage rounds to 0.

# 2012-2013 NCLB Report Card



**School:** Hermon High School  
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**Grade:** High School



Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2010-2011	137	135	99	48	48	49	1	47	29	23	134	1
	2011-2012	127	125	98	54	54	47	2	52	23	22	124	1
Female	2010-2011	62	61	98	44	44	47	2	43	39	16		
	2011-2012	62	61	98	56	56	46	2	54	18	26		
Male	2010-2011	75	74	99	51	51	51	1	50	20	28		
	2011-2012	65	64	98	53	52	47	3	50	28	19		
Caucasian/White	2010-2011	130	129	99	47	47	50	2	46	29	23		
	2011-2012	116	115	99	55	54	48	3	52	24	21		
African American/Black	2010-2011	1	1	100			21						
	2011-2012	3	3	100			21						
Hispanic	2010-2011	2	1	50			36						
	2011-2012	2	1	50			32						
Asian or Pacific Islander	2010-2011	3	3	100			62						
	2011-2012	2	2	100			55						
American Indian or Native Alaskan	2010-2011	1	1	100			32						
	2011-2012	3	3	100			33						
Economically Disadvantaged	2010-2011	23	22	96	36	36	31	<1	36	32	32		
	2011-2012	33	33	100	33	33	30	<1	33	36	30		
Migrant	2010-2011	0	0										
	2011-2012	0	0										
Students with Disabilities	2010-2011	21	20	95	20	19	15	<1	20	20	60		
	2011-2012	17	16	94	6	6	15	<1	6	<1	94		
Limited English Proficient	2010-2011	1	1	100			17						
	2011-2012	0	0				15						

**NOTE:** Some achievement level results have been left blank because fewer than 10 students were tested.

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# 2012-2013 NCLB Report Card



**School:** Hermon High School  
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**Grade:** High School



Group	Science Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2010-2011	137	133	97	44	43	44	2	42	27	29	132	1
	2011-2012	127	126	99	45	45	44	3	42	21	34	125	1
Female	2010-2011	62	61	98	34	34	40	<1	34	36	30		
	2011-2012	62	62	100	42	42	40	3	39	23	35		
Male	2010-2011	75	72	96	51	51	48	3	49	19	29		
	2011-2012	65	64	98	48	48	49	3	45	19	33		
Caucasian/White	2010-2011	130	126	97	43	43	45	2	41	27	30		
	2011-2012	116	115	99	46	46	45	3	43	22	32		
African American/Black	2010-2011	1	1	100			19						
	2011-2012	3	3	100			20						
Hispanic	2010-2011	2	2	100			37						
	2011-2012	2	2	100			32						
Asian or Pacific Islander	2010-2011	3	3	100			49						
	2011-2012	2	2	100			45						
American Indian or Native Alaskan	2010-2011	1	1	100			26						
	2011-2012	3	3	100			34						
Economically Disadvantaged	2010-2011	23	22	96	36	36	29	5	32	18	45		
	2011-2012	33	33	100	33	33	30	<1	33	27	39		
Migrant	2010-2011	0	0										
	2011-2012	0	0										
Students with Disabilities	2010-2011	21	21	100	14	14	14	<1	14	24	62		
	2011-2012	17	17	100	<1	<1	16	<1	<1	12	88		
Limited English Proficient	2010-2011	1	1	100			10						
	2011-2012	0	0				10						

**NOTE:** Some achievement level results have been left blank because fewer than 10 students were tested.

\*Achievement levels are as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient

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# 2012-2013 NCLB Report Card



**School:** Hermon High School  
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Group	Accountability Data														
	Reading						Mathematics						Additional Academic Indicator		
	Percent Tested Target: 95%			Percent Meets and Exceeds Target: 78%			Percent Tested Target: 95%			Percent Meets and Exceeds Target: 66%			Graduation Rate Target: 83%		
	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State
All Students	98	98	96	40	40	48	98	98	96	53	52	48	79	79	84
Caucasian/White	99	99	96	39	39	49	99	99	96	52	52	49	79	79	84
African American/Black	*	*	94	*	*	26	*	*	93	*	*	21	0	0	77
Hispanic	*	*	95	*	*	37	*	*	96	*	*	34	100	100	87
Asian or Pacific Islander	*	*	94	*	*	50	*	*	94	*	*	58	0	0	91
American Indian or Native Alaskan	*	*	94	*	*	35	*	*	94	*	*	32	50	50	82
Economically Disadvantaged	*	*	94	26	26	33	*	*	94	35	35	31	69	69	73
Students with Disabilities	*	*	90	3	3	17	*	*	90	14	14	15	76	76	78
Limited English Proficient	*	*	92	*	*	11	*	*	93	*	*	15	0	0	78

\*Group is too small to be statistically evaluated. Participation requires a minimum of 41 students in a subgroup and Performance requires a minimum of 20 students in a subgroup.

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## Maine Teacher Quality Data

	Part I: Professional Qualifications					
	B.A.	B.A. + 15 credit hours (includes + 30 CAS)	M.A.	M.A. + 15 credit hours	M.A. + 30 credit hours (includes CAS)	Ph. D
Number of Professional Qualifications of All Public Elementary and Secondary School Teachers in the School <sup>1</sup>	13	8	17	2	2	0

	Part II: Emergency/Conditional Certification
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency/ Conditional Certification as of April 30, 2012	0

	Part III: Classes <u>NOT</u> Taught by Highly Qualified Teachers
	School Aggregate
Percentage of Core Academic Subject Elementary and Secondary School Classes NOT Taught by Highly Qualified Teachers	6.45

<sup>1</sup>Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers.